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ABSTRACT

Designed by the Utah State Board of Education, this music core curriculum represents the standards of learning for all students in grades 7 through 12 including the ideas, concepts, and skills that provide a foundation for subsequent learning. The curriculum guide describes the elementary and secondary school core curriculum and high school graduation requirements. Completion of the core guarantees entry into college or vocational-technical education through required course completion. The core guide offers intensive vocational-technical education, entry into research universities, and a released-time component through specialized options. An arts course chart illustrates the core art areas at different education levels. Mastery of the music core occurs when the student demonstrates the skills contained in one level sufficiently to move to the next level. Course descriptions of general music, beginning chorus, beginning band, and beginning orchestra provide information on the four core options for grades 7 and 8. After each course description, the core standards of the course and the objectives are listed. Grades 9 through 12 core options include music appreciation, intermediate chorus, intermediate band, intermediate orchestra, music theory, advanced chorus, advanced band, advanced orchestra, beginning dance, intermediate and advanced dance, beginning theater, intermediate theater, and advanced theater. Core standards and objectives for each course follow the course description. (CK)

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SECONDARY
CORE CURRICULUM STANDARDS

Utah State Office of Education

LEVEL 7-12

MUSIC

INTRODUCTION

Action by the State Board of Education in January of 1984 established a policy requiring the identification of specific core curriculum standards which must be completed by all students K-12 as a requisite for graduation from Utah's secondary schools. This action was followed by three years of extensive work involving all levels of the education family in the process of identifying, trial testing, and refining these core curriculum standards for Utah's schools.

The core curriculum represents those standards of learning that are essential for all students. They are the ideas, concepts, and skills that provide a foundation on which subsequent learnings may be built.

The core should be taught with respect for differences in learning styles, learning rates, and individual capabilities without losing sight of the common goals. Although the core curriculum standards are intended to occupy a major part of the school program, they are not the total curriculum of a level or course.

A LETTER

FROM THE UTAH STATE BOARD OF EDUCATION

What takes place in the thirteen years from kindergarten through the twelfth grade of public school is critical to each student's success in today's world. The new core curriculum standards have been developed to provide a solid foundation in education for students. They call for mastery of information, concepts, and skills in the subject areas of: language arts, mathematics, science, social studies, the arts, informational technology, healthy lifestyles, and vocational education.

The world of the future will require less than one-fourth of the work force for the production of consumer goods and food items. The core standards are designed to prepare students for those changing times that will require knowledge and skills for living and competition in the informational age.

Sincerely,

V. Jay Liechty
Neola Brown
Keith T. Checketts
Donald G. Christensen
John M. R. Covey
Ruth Hardy Funk
Darlene C. Hutchison
Valerie J. Kelson
M. Richard Maxfield

STATE BOARD OF EDUCATION

☐ New Date of Adoption 11-7-86	☐ Revised Date	Descriptor Code:

THE ELEMENTARY AND SECONDARY SCHOOL PROGRAM OF STUDIES AND HIGH SCHOOL GRADUATION REQUIREMENTS

STATEMENT OF PHILOSOPHY

The primary goal of education is the development of individuals who possess the knowledge, skills, and human characteristics necessary to enable them to live meaningfully as individuals and as positive contributors to society. To achieve this ultimate goal, the individual must be provided experiences to develop skills in language and thinking, scientific understanding, mathematics, historical perception, aesthetic appreciation, social interaction, movement, fitness and health, and career competencies.

Elementary Education

The elementary school reaches the greatest number of students for a longer period of time during the most formative years of the school experience. This unparalleled responsibility makes it imperative that each elementary school be provided with effective leadership, meaningful standards, a balanced curriculum, sufficient means, and competent staff.

Secondary Education

The secondary school should provide the opportunity for every student to have a challenging educational experience which will prepare him/her to pursue a fulfilling and productive role in society, which both transmits and enhances our culture. A comprehensive curriculum with enough flexibility to strengthen individual talents and interests must be available for all students.

R300-700 The Elementary and Secondary School Core Curriculum and High School Graduation Requirements

R300-700-1 Definitions

A. "Board" means the Utah State Board of Education.

B. "IEP" means individual education program.

C. "Special assignment teacher" means a teacher assigned to:

(1) alternative school settings with self-contained classrooms in which the teacher must teach several subjects;

(2) teach homebound students with the expectation that several subjects will be covered by the same teacher; or

(3) necessarily existent small or rural schools with limited faculty and enrollment in which teachers must teach more than three core subjects.

R300-700-2 Authority and Purpose

A. This rule is authorized under Article X, Section 3 of the Utah State Constitution which vests general control and supervision of the public education system in the State Board of Education, Section 53A-1-402(1)(b), U.C.A. 1953, which directs the Board to make rules regarding competency levels, graduation requirements, curriculum, and instruction requirements, and Section 53A-1-401(3), U.C.A. 1953, which allows the Board to adopt rules in accordance with its responsibilities.

B. The purpose of this rule is to specify the minimum core curriculum for the public schools and high school graduation requirements.

R300-700-3 General Requirements - Course Standards

The Board establishes minimum course description standards and objectives for each course in the required general core. Course descriptions for required and elective courses are developed cooperatively by local school districts and the Utah State Office of Education. The descriptions shall contain mastery criteria for the course and shall stress mastery of the criteria rather than completion of predetermined time allotments for subjects. Implementation and assessment procedures are the responsibility of local school districts.

R300-700-4 General Requirements - Teacher Qualifications

Teachers may not be assigned to teach any course unless, for the subject area to which they are assigned, they hold a current Utah teaching certificate endorsed in the subject area, have completed an undergraduate or graduate major or minor in the subject area, have completed a Board approved inservice program, or have demonstrated competency in the subject area.

R300-700-5 General Requirements - Special Assignment Teachers

A. Special assignment teachers must hold a Basic or Standard Certificate with endorsement(s) for the course(s) which they are assigned to teach. In addition, personnel must have completed at least nine quarter hours of state approved college or inservice course work in each of the subject areas in which they are assigned.

B. Special assignment teachers are temporarily authorized for the duration of their special assignment and do not receive a permanent endorsement for the subject area until they have completed the equivalent of a subject matter minor, at least 24 quarter hours of state approved college coursework in the field, or have been declared competent to teach the subject by the Utah State Office of Education Committee on Demonstrated Competency.

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REQUIRED ELEMENTARY CORE CURRICULUM

GRADES K-6

GENERAL CORE		OPTIONS
Language Arts	Social Studies	Foreign Language
Reading	Introductory Citizenship	
Writing	Principles and Practices	
Speaking		
Listening	Arts	
Mathematics	Responsible Healthy Lifestyles	
Science	Information Technology	

C. All handicapped students are required to demonstrate mastery of the core curriculum. If a student's handicapping condition precludes the successful demonstration of mastery, the IEP team, on a case by case basis, may exempt the student or modify the mastery demonstration to accommodate the student's handicap.

R300-700-11 Middle and High School Requirements

A. The Board provides general direction and standards in secondary education. Students in grades seven and eight must earn a minimum of 12 units of credit. Students in grades nine through twelve must earn a minimum of 24 units of credit. Districts may require additional units of credit. Formal assessment of student mastery of the general core courses shall occur as a minimum during or at the completion of grades eight, ten, and twelve. Implementation and assessment of student mastery of the core courses are the responsibility of the local board.

B. Middle Education Core Curriculum:

MIDDLE EDUCATION CORE CURRICULUM

GRADES 7-8 12 UNITS OF CREDIT REQUIRED

GENERAL CORE - 10.5 Units	PLUS	REQUIRED ELECTIVES 1.5

Subject Areas	Requirements	
Language Arts	2.0	LOCAL DISTRICT OPTION
Mathematics	2.0	
Science	1.5	
Social Studies	1.5	
The Arts	1.0	
Information Technology	Credit Optional	
Responsible Healthy Lifestyles	1.5	
Vocational Education Technology, Life and Careers	1.0	

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C(1) High School Core Curriculum:

HIGH SCHOOL CORE CURRICULUM

GRADES 9-12 24 UNITS OF CREDIT REQUIRED

GENERAL CORE - 14.5 Units PLUS REQUIRED ELECTIVES 9.5

Subject Areas	Requirements	Subject Areas	Requirements
Language Arts	3.0	SELECTED ELECTIVES	9.5
Mathematics	2.0		
Science	2.0		
Information Technology	Credit Optional		
Social Studies	3.0		
Arts	1.5		
Responsible Healthy Lifestyles	2.0		
Vocational Education Occupational Preparation	1.0		

(2) Any state-approved vocational course, or the vocational core course fulfills the vocational education requirement.

(3) Selected electives units of credit provide a means for specialization related to student interest and post secondary goals.

(a) College Entry Cluster:

Foreign Language	2.0 units of credit
Mathematics	1.0 units of credit
English	1.0 units of credit
Science	1.0 units of credit
Electives	4.5 units of credit

(b) Technology/Vocational/Job Entry Clusters:

Select one:

Technical Emphasis	4.0 units of credit
Vocational Emphasis	5.0 units of credit
Computer Science	.5 units of credit

(c) Electives 4.0 - 5.0 units of credit

D. Informational Technology standards in the Middle Education and High School core curriculum may be taught either by infusing them into other areas of the curriculum or in a specific class. Infusion requires the district to submit a plan detailing at what level and in which class each standard will be taught. Districts establishing a specific class may offer .5 units of credit.

E. All handicapped students are required to demonstrate mastery of the courses in the Middle Education and High School general core. If a student's handicapping condition precludes the successful demonstration of mastery, the IEP team, on a case by case basis, may exempt the student or modify the mastery demonstration to accommodate the student's handicap.

KEY: curricula
1989

Art X Sec 3
53A-1-402(1))b)
53A-1-401(3)

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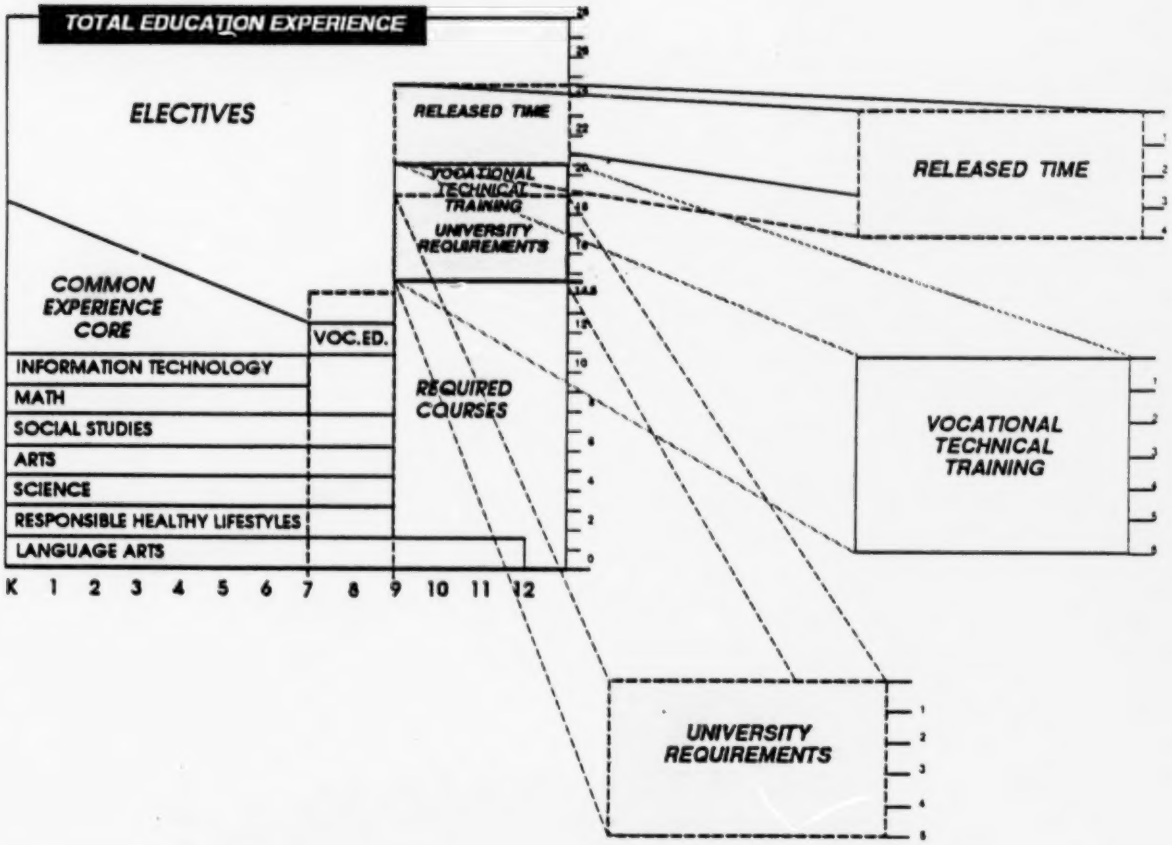
CORE COMPLETION GUARANTEES STUDENT ACCESS

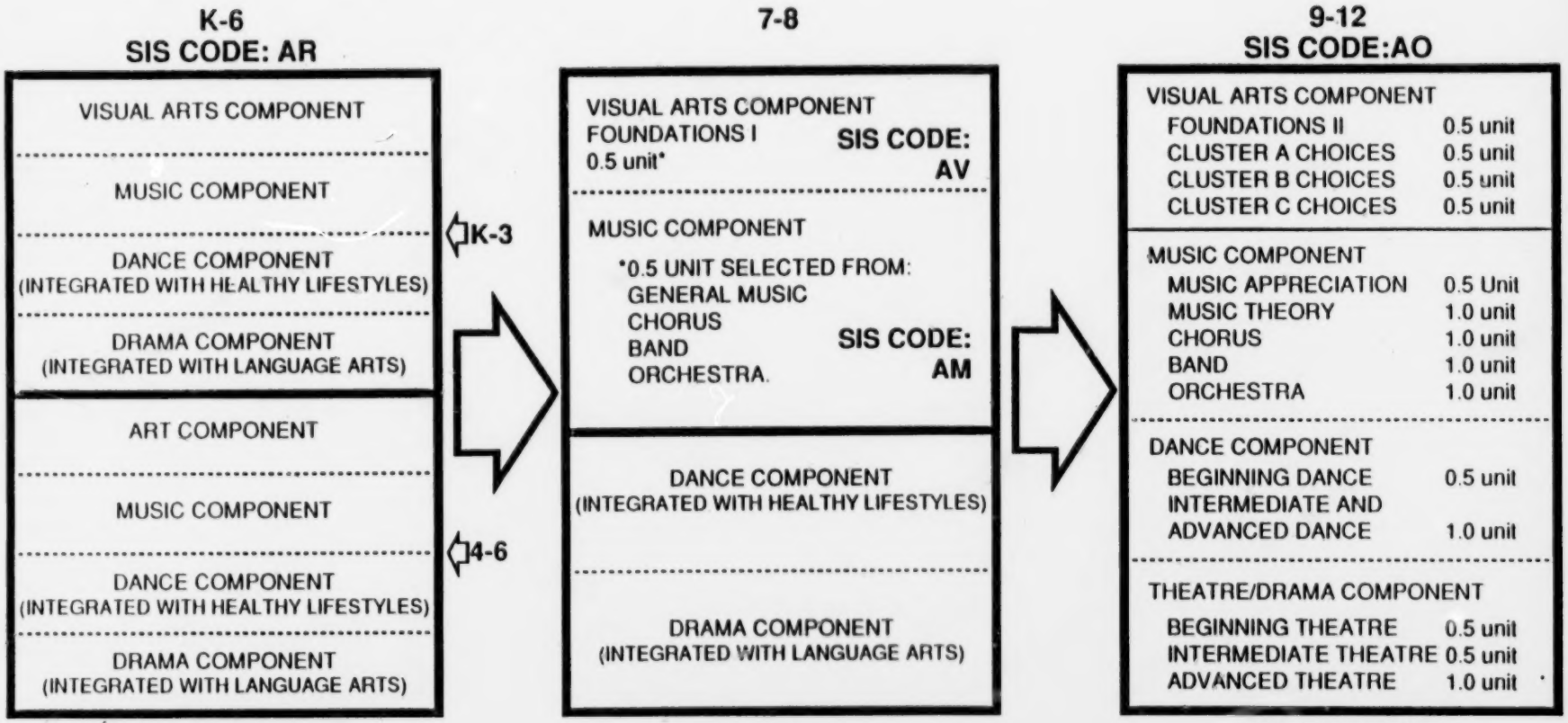
1. Guarantees common experience which forms the foundation skills.

2. Guarantees access to jobs and entry into college or vocational-technical education through required course completion.

3. Permits intensive vocational-technical education, entry into research universities, and a released-time component through specialization options.



ARTS COURSE CHART



*In the case of a student who has an S.E.P. which indicates the intent to specialize in art or music, the district may approve, on an individual basis, either art or music courses to fulfill the seventh and eighth grades arts requirement.

MUSIC COMPONENT

The basic role of music should be the aesthetic and musical development of the individual. Music is a medium for the educational development of the student and should provide opportunity for individual growth and positive recognition. Music performance is also a medium for the educational development of the student and may be used for the purpose of strengthening public relations and providing entertainment in the community.

Experiences in music should provide a conceptual understanding of the basic properties of melody, harmony, timbre, dynamics, and form. If music is to achieve its basic role, there must be a well-balanced, sequential course of study. In addition to extensive, creative, and recreative opportunities that develop a functional understanding of music, there should also be experiences in listening, structural analysis, theory, and historical understanding of cultural development resulting in aesthetic appreciation.

Mastery of the music core is achieved when the student understands the concepts and demonstrates the skills contained in one level sufficiently to move to the next level. Please note that the core does not constitute the entire course at any level. It represents only the essential requirements that every student should master. Additional concepts and skills in music should be part of the music program in every grade level and course.

MUSIC COMPONENT LEVEL 7-8

COURSE TITLE	UNIT OF CREDIT	PREREQUISITE
General Music (Core Option)	.5	None

G	E	N		M	U	S	I	C			

SIS COURSE NUMBER: 1600
SIS CODE: AM

COURSE DESCRIPTION

Students in this class will be introduced to the world of music through a variety of experiences including listening, performing, creating, and analyzing music. This class will include an introduction to career opportunities in music.

CORE STANDARDS OF THE COURSE

STANDARD 1600-01	The students will reinforce and expand vocal techniques and skills related to singing, including a major scale and three-part songs. (Participant)

OBJECTIVES

1600-0101.	Produce an acceptable vocal tone by using proper posture, breath support, and diction.
1600-0102.	Recognize when the voice is in tune with other voices.
1600-0103.	Sing a major scale.
1600-0104.	Sing unison, two-part, and three-part songs.
1600-0105.	Sing with expression using proper dynamics, tempo, and style.
1600-0106.	Understand and show tolerance for the changing voice.

STANDARD 1600-02	The students will develop and reinforce techniques and skills related to playing musical instruments, including accompanying songs. (Participant)

OBJECTIVE

1600-0201. Play instruments such as the ukulele, guitar, autoharp, recorder, and percussion instruments, and use them to accompany songs.

STANDARD 1600-03	The students will identify musical instruments, voices, and historical periods; understand musical forms; and expand conducting skills. (Observer/ Listener, Critic)

OBJECTIVES

1600-0301. Identify band, orchestra, and electronic instruments by sight and sound, and recognize the characteristic qualities of the soprano, alto, tenor, and bass voices.

1600-0302. Identify the Baroque, Classical, Romantic, and Contemporary periods of music.

1600-0303. Recognize and conduct two-beat, three-beat, and four-beat patterns.

1600-0304. Identify the following musical forms: two-part (AB), three-part (ABA, ABC), rondo (ABACAD, etc.), theme and variations, and fugue.

STANDARD 1600-04	The students will sight-read simple rhythmic patterns and melodies using simple notes and rests. (Participant, Observer/Listener, Critic)

OBJECTIVES

1600-0401. Interpret musical symbols, terms, and signs as used in class.

1600-0402. Read melodies using letter names, numbers, and/or syllables.

1600-0403. Sight-read simple rhythmic patterns in single-pitch exercises and melodies, using whole notes, half notes, quarter notes, eighth notes, and corresponding rests in quarter note time signatures.

STANDARD 1600-05	The students will develop skills necessary to create and notate a musical composition. (Participant)

OBJECTIVE

1600-0501. Demonstrate a knowledge of the rules of correct notation.

1600-0502. Write a major scale.

1600-0503. Create and notate a simple melody.

STANDARD 1600-06	The students will learn to evaluate musical experiences by demonstrating appropriate behavior and by verbalizing ideas and feelings that music can communicate. (Observer/Listener, Critic)

OBJECTIVE

1600-0601. Describe why certain musical experiences and activities may be preferred to others.

1600-0602. Describe ways various types of music have influenced society and how society has influenced music, e.g., jazz, rock, folk, country-western, and classical.

1600-0603. Demonstrate responsibility as a musician by:

a. Coming prepared to class.

b. Caring for music department physical facilities and equipment.

c. Reacting appropriately to various music activities.

1600-0604. Describe the contributions of composers, performers, technicians, craftsmen, and others in developing and promoting music.

1600-0605. Describe the different ideas and feelings that music can communicate.

MUSIC COMPONENT LEVEL 7-8

COURSE TITLE	UNIT OF CREDIT	PREREQUISITE
Beginning Chorus (Core Option)	1.0	None

B	E	G		C	H	O	R	U	S		

SIS COURSE NUMBER: 1620
SIS CODE: AM

COURSE DESCRIPTION

This class emphasizes vocal training for students. Students will learn to sing accurately by reading music notation, producing acceptable tones, using proper diction, and responding to the interpretations of the music.

CORE STANDARDS OF THE COURSE

STANDARD 1620-01	The students will reinforce and expand knowledge, techniques, and skills involved in singing, including the vocal mechanism, major and chromatic scales, and the relationship of the individual voice to the entire ensemble. (Participant)

OBJECTIVES

1620-0101. Produce an acceptable vocal tone by using proper posture, breath support, and diction.

1620-0102. Match pitches, sing intervals and melodic lines in tune.

1620-0103. Understand the vocal mechanism and its function.

1620-0104. Produce a gradual extension of range with increasing facility and flexibility.

1620-0105. Understand the relationship of individual voices to the rest of the ensemble, e.g., balance, blend, and timbre.

1620-0106. Sing a major scale and a chromatic scale.

1620-0107. Sing with expression using proper dynamics, tempo, and style.

1620-0108. Sing unison, two-part, and three-part songs.

1620-0109. Understand and show tolerance for the changing voice.

1620-0110. Sing in a small ensemble.

STANDARD 1620-02	The students will identify performance problems and historical backgrounds, understand musical forms, and expand conducting skills. (Observer/Listener, Critic)

OBJECTIVES

1620-0201. Analyze performance problems and take appropriate measures to resolve them.

1620-0202. Identify the historical background of music being studied.

1620-0203. Recognize and conduct two-beat, three-beat, and four-beat patterns.

1620-0204. Identify the following musical forms: two-part (AB), three-part (ABA, ABC), rondo, (ABACAD, etc.), theme and variations, and fugue.

STANDARD 1620-03	The students will sight-read simple rhythmic patterns and melodies using simple notes and rests. (Participant, Observer/Listener, Critic)

OBJECTIVES

1620-0301. Interpret symbols, terms, and signs used in choral literature.

1620-0302. Sight-read simple rhythmic patterns in single-pitch exercises and melodies using whole notes, half notes, quarter notes, eighth notes, and corresponding rests in quarter note time signatures.

STANDARD 1620-04	The students will develop skills necessary to create and notate a musical composition. (Participant)

OBJECTIVE

1620-0401. Demonstrate a knowledge of the rules of correct notation.

1620-0402. Write a major scale and a chromatic scale.

1620-0403. Create and notate a simple melody.

STANDARD 1600-05	The students will learn to evaluate musical experiences by demonstrating appropriate behavior and by verbalizing ideas and feelings that music can communicate. (Observer/Listener, Critic)

OBJECTIVE

1620-0501. Describe why certain musical experiences and activities may be preferred to others.

1620-0502. Describe ways various types of music have influenced society and how society has influenced music, e.g., jazz, rock, folk, country-western, and classical.

1620-0503. Demonstrate responsibility as a musician by:

a. Coming prepared to class.

b. Caring for music department physical facilities and equipment.

c. Reacting appropriately to various music activities.

1620-0504. Describe the contributions of composers, performers, technicians, craftsmen, and others in developing and promoting music.

1620-0505. Describe the different ideas and feelings that music can communicate.

MUSICAL COMPONENT LEVEL 7-8

COURSE TITLE	UNIT OF CREDIT	PREREQUISITE
Beginning Band (Core Option)	1.0	None

B	E	G		B	A	N	D				

SIS COURSE NUMBER: 1640
SIS CODE: AM

COURSE DESCRIPTION

This course provides opportunities for students to develop their musical potential and aesthetic understanding through learning to play a woodwind, brass, or percussion instrument. Emphasis will be placed on playing position, basic tone production, rhythmic precision, interpretation of musical symbols, and care of an instrument.

CORE STANDARDS OF THE COURSE

STANDARD 1640-01	The students will develop and reinforce techniques and skills related to playing a musical instrument, including playing position, tone production, scales, rudiments and expression. (Participant)

OBJECTIVES

1640-0101. Identify the parts of the instrument.

1640-0102. Demonstrate proper embouchure for wind instruments or stick-grip for percussion instruments.

1640-0103. Demonstrate appropriate posture and hand position for playing the instrument.

1640-0104. Demonstrate proper breath support for wind instruments.

1640-0105. Produce an acceptable tone.

1640-0106. Articulate legato and staccato on wind instruments.

1640-0107. Play the following snare drum rudiments: single-stroke-roll, long-roll, flam, and ruff (percussionists).

1640-0108. Play the following major scales: one octave (concert pitch) F, B^b, E^b, A^b. All percussionists will play scales on mallet instruments.

1640-0109. Perform dynamic levels from piano through forte.

STANDARD 1640-02	The students will identify intonation problems, musical elements, understand musical forms, and expand conducting skills. (Observer/Listener, Critic)

OBJECTIVES

1640-0201. Recognize and correct intonation problems at the unison.

1640-0202. Recognize and conduct two-beat, three-beat, and four-beat patterns.

1640-0203. Identify the following musical forms: two-part (AB), three-part (ABA, ABC), rondo (ABACAD, etc.), theme and variations, and fugue.

1640-0204. Identify meter, mood, style, tempo, form, and dynamics of the music being studied.

STANDARD 1640-03	The students will sight-read simple rhythmic patterns and melodies using simple notes and rests. (Participant, Listener/Observer, Critic)

OBJECTIVES

1640-0301. Interpret the musical symbols, terms, and signs as found in first year method books.

1640-0302. Sight-read simple rhythmic patterns in single-pitch exercises and melodies using whole notes, half notes, quarter notes, eighth notes, and corresponding rests in quarter note time signatures.

STANDARD 1640-04	The students will develop skills necessary to create and notate a musical composition. (Participant)

OBJECTIVES

1640-0401. Demonstrate a knowledge of the rules of correct notation.

1640-0402. Write the following scales, including key signatures: F, B^b, E^b, and A^b major.

1640-0403. Create and notate a simple melody.

STANDARD 1640-05	The students will learn to evaluate musical experiences by demonstrating appropriate behavior and by verbalizing ideas and feelings that music can communicate. (Observer/Listener, Critic)

OBJECTIVE

1640-0501. Describe why certain musical experiences and activities may be preferred to others.

1640-0502. Describe ways various types of music have influenced society and how society has influenced music, e.g., jazz, rock, folk, country-western, and classical.

1640-0503. Demonstrate responsibility as a musician by:

a. Bringing appropriate musical instruments and/or equipment to class.

b. Caring for music department physical facilities and equipment.

c. Coming prepared to class.

d. Reacting appropriately to various music activities.

1640-0504. Describe the contributions of composers, performers, technicians, craftsmen, and others in developing and promoting music.

1640-0505. Describe the different ideas and feelings that music can communicate.

MUSIC COMPONENT LEVEL 7-8

COURSE TITLE	UNIT OF CREDIT	PREREQUISITE
Beginning Orchestra (Core Option)	1.0	None

B	E	G		O	R	C	H	E	S		

SIS COURSE NUMBER: 1660
SIS CODE: AM

COURSE DESCRIPTION

This course provides meaningful experiences in music by teaching students to play orchestral string instruments. Emphasis will be placed on playing position, basic tone production, rhythmic precision, interpretation of music symbols, bowing techniques, and care of the instrument.

CORE STANDARDS OF THE COURSE

STANDARD 1660-01	The students will develop and reinforce techniques and skills related to playing a string instrument, including playing position, tone production, and expression. (Participant)

OBJECTIVES

1660-0101. Identify the parts of the instrument and bow.

1660-0102. Demonstrate the correct playing position for the body, instrument, and bow.

1660-0103. Play with clear tone quality.

1660-0104. Play the following bowing techniques:

a. Detache (smooth, separate bows) using half bows and introducing the use of whole bows.

b. Staccato (short strokes) using half bows.

c. Legato (slurring) using two or three notes per bow.

1660-0105. Play the basic finger patterns for half-steps and whole-steps used in major and minor tetrachords (four-note scales).

1660-0106. Play the finger patterns for the following one octave major scales:

a. Violin - D, G, A.

b. Viola and cello - D, G, C.

c. Bass - D, G.

1660-0107. Play dynamic levels from piano through forte.

1660-0108. Play pizzicato.

STANDARD 1660-02	The students will identify intonation problems, musical elements, historical backgrounds, understand musical forms, and expand conducting skills. (Observer/Listener, Critic)

OBJECTIVES

1660-0201. Recognize and correct intonation problems.

1660-0202. Pluck a string and tune it to a given pitch.

1660-0203. Identify the following musical forms: two-part (AB), three-part (ABA, ABC), rondo (ABACAD, etc.), theme and variations, and fugue.

1660-0204. Identify the meter, mood, style, tempo, form, and dynamics of music being studied.

1660-0205. Recognize and conduct two-beat, three-beat, and four-beat patterns.

STANDARD 1660-03	The students will sight-read simple rhythmic patterns and melodies using simple notes and rests. (Participant, Observer/Listener, Critic)

OBJECTIVES

1660-0301. Interpret musical symbols, terms, and signs as found in beginning method books.

1660-0302. Sight-read simple rhythmic patterns in single-pitch exercises and melodies using whole notes, half notes, quarter notes, eighth notes, and corresponding rests in quarter note time signatures.

STANDARD 1660-04	The students will develop skills necessary to create and notate a musical composition. (Participant)

OBJECTIVES

1660-0401. Demonstrate a knowledge of the rules of correct notation.

1660-0402. Write the following scales, including key signatures: C, D, and G major.

1660-0403. Create and notate a simple melody.

STANDARD 1660-05	The students will learn to evaluate musical experiences by demonstrating appropriate behavior and by verbalizing ideas and feelings that music can communicate. (Observer/Listener, Critic)

OBJECTIVE

1660-0501. Describe why certain musical experiences and activities may be preferred to others.

1660-0502. Describe ways various types of music have influenced society and how society has influenced music, e.g., jazz, rock, folk, country-western, and classical.

1660-0503. Demonstrate responsibility as a musician by:

a. Bringing appropriate musical instruments and/or equipment to class.

b. Caring for music department physical facilities and equipment.

c. Coming prepared to class.

d. Reacting appropriately to various music activities.

1660-0504. Describe the contributions of composers, performers, technicians, craftsmen, and others in developing and promoting music.

1660-0505. Describe the different ideas and feelings that music can communicate.

MUSIC COMPONENT LEVEL 9-12

COURSE TITLE	UNIT OF CREDIT	PREREQUISITE
Music Appreciation (Core Option)	.5	None

M	U	S	I	C	A	P	P	R	E	C

SIS COURSE NUMBER: 1700
SIS CODE: AO

COURSE DESCRIPTION

This course gives students an opportunity to explore, to appreciate, and to enjoy music. Activities include listening to various types and styles of music; identifying the elements of music as they appear in musical notation; and evaluating different products such as recordings, tape decks, etc., for personal use.

CORE STANDARDS OF THE COURSE

STANDARD 1700-01	The students will identify elements and styles of music and characteristics of instruments and voices. (Observer/Listener, Critic)

OBJECTIVES

1700-0101. Identify the basic characteristics of rhythm, e.g., pulse, meter, and pattern.

1700-0102. Describe the various properties of sound, e.g., pitch, duration, and timbre.

1700-0103. Identify the basic characteristics of melody, e.g., register, contour, and point of climax.

1700-0104. Listen to various types and styles of music such as rock, folk, jazz, oratorio, electronic, mass, symphonic, opera, and avant-garde.

1700-0105. Recognize that harmony consists of two or more pitches that produce tension and release, dissonance and consonance.

1700-0106. Identify the unique characteristics of individual instruments and voices and understand their function in an ensemble.

1700-0107. Recognize the historical background of various types and styles of music.

1700-0108. Identify such elements as contrast, balance, unity, variety, and repetition in musical form.

STANDARD 1700-02	The students will evaluate recordings, and electronic equipment and identify skills used in a music career. (Observer/Listener, Critic)

OBJECTIVES

1700-0201. Evaluate various products such as electronic equipment, recordings, tape decks, etc., for personal use.

1700-0202. Identify the skills necessary for a musical career.

STANDARD 1700-03	The students will learn to evaluate musical experiences by demonstrating appropriate behavior and by verbalizing ideas and feelings that music can communicate. (Observer/Listener, Critic)

OBJECTIVE

1700-0301. Describe why certain musical experiences and activities may be preferred to others.

1700-0302. Describe ways various types of music have influenced society and how society has influenced music, e.g., jazz, rock, folk, country-western, and classical.

1700-0303. Demonstrate responsibility as a musician by:

a. Coming prepared to class.

b. Caring for music department physical facilities and equipment.

c. Reacting appropriately to various music activities.

1700-0304. Describe the contributions of composers, performers, technicians, craftsmen, and others in developing and promoting music.

1700-0305. Describe the different ideas and feelings that music can communicate.

MUSIC COMPONENT LEVEL 9-12

COURSE TITLE	UNIT OF CREDIT	PREREQUISITE
Intermediate Chorus (Core Option)	1.0	None

I	N	T		C	H	O	R	U	S		

SIS COURSE NUMBER: 1720
SIS CODE: AO

COURSE DESCRIPTION

This course is open to all students. Consideration will be given to vocal production, ear training, music fundamentals, reading music, and understanding music of many choral composers. Two-part, three-part, and four-part music will be studied.

CORE STANDARDS OF THE COURSE

STANDARD 1720-01	The students will reinforce and expand techniques and skills related to singing, including melodic and harmonic intervals, melodic lines, and a minor scale. (Participant)

OBJECTIVES

1720-0101.	Match pitches, sing melodic intervals, harmonic intervals, and melodic lines in tune.
1720-0102.	Produce a good vocal tone using proper breath support, posture, and diction.
1720-0103.	Sing two-part, three-part, and four-part songs.
1720-0104.	Sing with expression, using proper dynamics, tempo, and style.
1720-0105.	Understand the basic parts of the vocal mechanism and their functions.
1720-0106.	Sing a major, minor, and chromatic scale.
1720-0107.	Understand the relationship of individual voices to the entire ensemble, e.g., balance, blend, timbre.
1720-0108.	Produce a gradual extension of range with increasing facility and flexibility.

1720-0109. Sing a solo and/or sing in a small ensemble.

STANDARD 1720-02	The students will analyze performance problems, identify historical backgrounds, understand musical forms and chord structures, and expand conducting skills. (Observer/Listener, Critic)

OBJECTIVES

1720-0201. Analyze performance problems and take appropriate measures to resolve them.

1720-0202. Identify the historical background of the music being studied.

1720-0203. Understand the basic musical form of the selections being studied.

1720-0204. Understand the basic structure of chords.

1720-0205. Recognize and conduct two-beat, three-beat, and four-beat patterns.

STANDARD 3 1720-03	The students will sight-read rhythmic patterns and melodies. (Participant, Observer/Listener, Critic)

OBJECTIVES

1720-0301. Interpret symbols, terms, and signs used in choral literature.

1720-0302. Sight-read rhythmic patterns and melodies using whole notes through sixteenth notes (including dotted notes and their equivalent rests).

STANDARD 1720-04	The students will develop skills necessary to create and notate a composition. (Participant)

OBJECTIVES

1720-0401. Demonstrate a knowledge of the rules of correct notation.

1720-0402. Recognize and notate the following major scales, including their key signatures: C, G, D, F, and B^b.

1720-0403. Create and notate a simple composition with at least two parts.

STANDARD 1720-05	The students will learn to evaluate musical experiences by demonstrating appropriate behavior and by verbalizing ideas and feelings that music can communicate. (Observer/Listener, Critic)

OBJECTIVE

1720-0501. Describe why certain musical experiences and activities may be preferred to others.

1720-0502. Describe ways various types of music have influenced society and how society has influenced music, e.g., jazz, rock, folk, country-western, and classical.

1720-0503. Demonstrate responsibility as a musician by:

a. Coming prepared to class.

b. Caring for music department physical facilities and equipment.

c. Reacting appropriately to various music activities.

1720-0504. Describe the contributions of composers, performers, technicians, craftsmen, and others in developing and promoting music.

1720-0505. Describe the different ideas and feelings that music can communicate.

MUSIC COMPONENT LEVEL 9-12

COURSE TITLE	UNIT OF CREDIT	PREREQUISITE
Intermediate Band (Core Option)	1.0	Beginning Band

I	N	T		B	A	N	D				

SIS COURSE NUMBER: 1740
SIS CODE: AO

COURSE DESCRIPTION

This course expands and reinforces beginning level core concepts. Emphasis will be placed on tone quality, familiarity with basic keys and scales, performance of basic articulations, recognition of different styles, and musical expression.

CORE STANDARDS OF THE COURSE

STANDARD 1740-01	The students will develop and reinforce techniques and skills related to playing a musical instrument. (Participant)

OBJECTIVES

1740-0101. Produce a tone which reflects the characteristic quality of the specific instrument.

1740-0102. Articulate legato, staccato, marcato, accented, and slurred passages on wind instruments.

1740-0103. Play the following snare drum rudiments: single-stroke-roll, long-roll, flam, ruff, flam tap, flam accent, five-stroke-roll, seven-stroke-roll, nine-stroke-roll, flamacue, and paradiddle (percussionists).

1740-0104. Demonstrate basic technique on timpani, mallet instruments, and accessory percussion instruments (percussionists).

1740-0105. Play the following scales (concert pitch). All percussionists will play the scales on a mallet instrument.

a. C, F, B^b, E^b, A^b, and D^b major scales (one octave).

b. D, G, C, and F natural minor scales (one octave).

c. The chromatic scale throughout each individual's range.

1740-0106. Understand the relationship of individual instruments to the rest of the ensemble, e.g., balance, blend, and timbre.

1740-0107. Perform dynamic levels from piano through forte.

1740-0108. Perform a solo and/or play in a small ensemble.

STANDARD 1740-02	The students will analyze performance problems, identify historical backgrounds and musical forms, and expand conducting skills. (Observer/Listener, Critic)

OBJECTIVES

1740-0201. Recognize and correct intonation problems in 3rds, 5ths, and octaves.

1740-0202. Recognize and conduct two-beat, three-beat, and four-beat patterns.

1740-0203. Understand the basic musical form of the selections being studied.

1740-0204. Identify the historical background of the music being studied.

1740-0205. Analyze performance problems and take appropriate measures to resolve them.

STANDARD 1740-03	The students will sight-read rhythmic patterns and melodies. (Participant, Observer/Listener, Critic)

OBJECTIVES

1740-0301. Interpret musical symbols, terms, and signs used in intermediate method books and literature being studied.

1740-0302. Sight-read rhythmic patterns and melodies using whole notes through sixteenth notes (including dotted notes and their equivalent rests).

STANDARD 1740-04	The students will develop skills necessary to create and notate a musical composition. (Participant)

OBJECTIVES

1740-0401. Demonstrate a knowledge of the rules of correct notation.

1740-0402. Recognize and notate the following scales, including their key signatures:

a. C, F, B^b, E^b, A^b, and D^b major.

b. D, G, C, and F natural minor.

c. Chromatic scale.

1740-0403. Create and notate a simple composition with at least two parts.

STANDARD 1740-05	The students will learn to evaluate musical experiences by demonstrating appropriate behavior and by verbalizing ideas and feelings that music can communicate. (Observer/Listener, Critic)

OBJECTIVE

1740-0501. Describe why certain musical experiences and activities may be preferred to others.

1740-0502. Describe ways various types of music have influenced society and how society has influenced music, e.g., jazz, rock, folk, country-western, and classical.

1740-0503. Demonstrate responsibility as a musician by:

a. Bringing appropriate musical instruments and/or equipment to class.

b. Caring for music department physical facilities and equipment.

c. Coming prepared to class.

d. Reacting appropriately to various music activities.

1740-0504. Describe the contributions of composers, performers, technicians, craftsmen, and others in developing and promoting music.

1740-0505. Describe the different ideas and feelings that music can communicate.

MUSIC COMPONENT LEVEL 9-12

COURSE TITLE	UNIT OF CREDIT	PREREQUISITE
Intermediate Orchestra (Core (Option)	1.0	Beginning Orchestra

I	N	T	O	R	C	H	E	S		

SIS COURSE NUMBER: 1760
SIS CODE: AO

COURSE DESCRIPTION

This course reinforces and expands beginning level core concepts. Emphasis will be placed on developing bowing techniques, finger patterns, musical notation, and interpretation of musical terms and signs.

CORE STANDARDS OF THE COURSE

STANDARD 1760-01	The students will develop and reinforce techniques and skills related to playing a string instrument including tone quality, major scales, and dynamic levels. (Participant)

OBJECTIVES

1760-0101. Play with a clear tone quality.

1760-0102. Play the following bowing techniques:

a. Detache (smooth, separate bows) using half- and whole-bows.

b. Staccato (short strokes) using full-bows and two, three, and four notes per bow.

c. Legato (slurring) using four notes per bow.

1760-0103. Play music in the keys of A, D, G, C, F, B^b, and E^b, using appropriate half-step and whole-step finger patterns.

1760-0104. Play the following major scales:

a. Violin--two octaves - A, D, G, C, B^b, E^b.

b. Viola--two octaves - A, D, G, C, F, E^b.
one octave - B^b

c. Cello--two octaves - A, D, G, C, F, E^b.
one octave - B^b

d. Bass--one octave - A, D, G, C, F, B^b, E^b.

1760-0105. Play the following dynamics: pianissimo through fortissimo, crescendo, decrescendo, and accents.

1760-0106. Play in the following:

a. Violin and viola--1st, 2nd, and 3rd positions.

b. Cello--1st, 2nd, 3rd, 4th, and extended positions.

c. Bass--1/2, 1st, and 2nd positions; (3rd and 4th positions on the G and D strings).

1760-0107. Play a slow vibrato motion.

1760-0108. Describe the relationship of individual instruments to the rest of the ensemble, e.g., balance, blend, and timbre.

1760-0109. Perform a solo and/or play in a small ensemble.

STANDARD 1760-02	The students will analyze performance problems, understand musical forms, identify historical backgrounds, and expand conducting skills. (Observer/Listener, Critic)

OBJECTIVES

1760-0201. Play in tune.

1760-0202. Tune the instrument with bow to a given pitch for each string.

1760-0203. Understand the basic musical form of the selections being studied.

1760-0204. Identify the historical background of music being studied.

1760-0205. Analyze performance problems and take appropriate measures to resolve them.

1760-0206. Recognize and conduct two-beat, three-beat, and four-beat patterns.

STANDARD 1760-03	The students will sight-read rhythmic patterns and melodies. (Participant, Observer/Listener, Critic)

OBJECTIVES

1760-0301. Interpret musical symbols, terms, and signs used in intermediate method books and literature being studied.

1760-0302. Sight-read rhythmic patterns and melodies using whole notes through sixteenth notes (including dotted notes and their equivalent rests).

STANDARD 1760-04	The students will develop skills necessary to create and notate a musical composition. (Participant)

OBJECTIVES

1760-0401. Demonstrate a knowledge of the rules of correct notation.

1760-0402. Write the following scales, including key signatures: A, D, G, C, F, B^b, and E^b.

1760-0403. Create and notate a simple composition with at least two parts.

STANDARD 1760-05	The students will learn to evaluate musical experiences by demonstrating appropriate behavior and by verbalizing ideas and feelings that music can communicate. (Observer/Listener, Critic)

OBJECTIVE

1760-0501. Describe why certain musical experiences and activities may be preferred to others.

1760-0502. Describe ways various types of music have influenced society and how society has influenced music, e.g., jazz, rock, folk, country-western, and classical.

1760-0503. Demonstrate responsibility as a musician by:

a. Bringing appropriate musical instruments and/or equipment to class.

b. Caring for music department physical facilities and equipment.

c. Coming prepared to class.

d. Reacting appropriately to various music activities.

1760-0504. Describe the contributions of composers, performers, technicians, craftsmen, and others in developing and promoting music.

1760-0505. Describe the different ideas and feelings that music can communicate.

MUSIC COMPONENT LEVEL 9-12

COURSE TITLE	UNIT OF CREDIT	PREREQUISITE
Music Theory (Core Option)	1.0	None

M U S I C T H E O R Y

SIS COURSE NUMBER: 1800
SIS CODE: AO

COURSE DESCRIPTION

This course consists of ear training, part writing, keyboarding, and sight-singing. Music theory provides the necessary background for students who plan to study music at the college level.

CORE STANDARDS OF THE COURSE

STANDARD 1800-01	The students will develop basic techniques and skills related to playing a keyboard instrument as it relates to the study of music theory. (Participant)

OBJECTIVES

1800-0101. Play simple chord progressions on a keyboard instrument.

STANDARD 1800-02	The students will identify intervals and musical forms and write simple dictation. (Observer/Listener, Critic)

OBJECTIVES

1800-0201. Recognize by ear and by sight all intervals within the octave.

1800-0202. Write simple rhythmic, melodic, and harmonic dictation.

1800-0203. Understand the following musical forms: two-part (AB), three-part (ABA, ABC), rondo (ABACAD, etc.), theme and variations, and fugue.

STANDARD 1800-03	The students will develop techniques and skills in sight-reading music, including notation, scale structure, chord structure, and transposition. (Participant, Observer/Listener, Critic)

OBJECTIVES

1800-0301. Read simple melodies in treble and bass clef.

1800-0302. Notate pitch and rhythm in accordance with standard notational practices.

1800-0303. Write, sing, and play major scales and the three forms of minor scales.

1800-0304. Sing and play major and minor triads and V_7 arpeggios with pitch names or numbers.

1800-0305. Analyze the chords in a simple composition by letter, name, and number.

1800-0306. Transpose a melody from one key to another.

STANDARD 1800-04	The students will develop skills necessary to create and notate a musical composition. (Participant)

OBJECTIVES

1800-0401. Demonstrate a knowledge of the rules of correct notation.

1800-0402. Harmonize a melody using appropriate chords with good voice leading.

1800-0403. Create and notate a composition in four-part choral style.

STANDARD 1800-05	The students will learn to evaluate musical experiences by demonstrating appropriate behavior and by verbalizing ideas and feelings that music can communicate. (Observer/Listener, Critic)

OBJECTIVE

1800-0501. Describe why certain musical experiences and activities may be preferred to others.

1800-0502. Describe ways various types of music have influenced society and how society has influenced music, e.g., jazz, rock, folk, country-western, and classical.

1800-0503. Demonstrate responsibility as a musician by:

a. Coming prepared to class.

b. Caring for music department physical facilities and equipment.

c. Reacting appropriately to various music activities.

1800-0504. Describe the contributions of composers, performers, technicians, craftsmen, and others in developing and promoting music.

1800-0505. Describe the different ideas and feelings that music can communicate.

MUSIC COMPONENT LEVEL 9-12

COURSE TITLE	UNIT OF CREDIT	PREREQUISITE
Advanced Chorus (Core Option)	1.0	Intermediate Chorus

A	D	V		C	H	O	R	U	S		

SIS COURSE NUMBER: 1820
SIS CODE: AO

COURSE DESCRIPTION

This course provides opportunities for advancement and refinement of musical potential, higher level thinking skills, aesthetic judgment, and nurtures music appreciation. Emphasis will be placed on refining ensemble performance skills, recognition of musical styles and historical periods, the study of literature for chorus, chamber ensemble performance, and creative development.

CORE STANDARDS OF THE COURSE

STANDARD 1820-01	The students will reinforce and expand techniques and skills related to singing. (Participant)

OBJECTIVES

1820-0101.	Match pitches, sing melodic intervals, harmonic intervals, and melodic lines in tune.
1820-0102.	Produce a quality vocal tone using proper breath support, posture, and diction.
1820-0103.	Sing two-part, three-part, and four-part songs.
1820-0104.	Understand the basic parts of the vocal mechanism and their function.
1820-0105.	Sing major, minor, and chromatic scales.
1820-0106.	Understand the relationship of individual voices to the entire ensemble, e.g., balance, blend, timbre.
1820-0107.	Produce a gradual extension of range with increasing facility and flexibility.

1820-0108. Sing a solo and/or sing in a small ensemble.

1820-0109. Improvise a harmony part to a given melody.

STANDARD 1820-02	The students will analyze performance problems, describe historical and stylistic backgrounds, explain musical forms, understand chord structures, and expand conducting skills. (Observer/Listener, Critic)

OBJECTIVES

1820-0201. Analyze performance problems and take appropriate measures to resolve them.

1820-0202. Describe the historical and stylistic background of the music being studied.

1820-0203. Explain the musical forms of the selections being studied.

1820-0204. Explain the structure of chords.

1820-0205. Recognize and conduct two-beat, three-beat, and four-beat patterns.

STANDARD 1820-03	The students will sight-read rhythmic patterns and melodies. (Participant, Observer/Listener, Critic)

OBJECTIVES

1820-0301. Interpret symbols, terms, and signs used in choral literature.

1820-0302. Sight-read rhythmic patterns and melodies using simple and compound time signatures.

STANDARD 1820-04	The students will expand skills necessary to create and notate a musical composition. (Participant)

OBJECTIVES

1820-0401. Demonstrate a knowledge of the rules of correct notation.

1820-0402. Recognize and notate the relative minor scales of C major, G major, and F major (including key signatures).

1820-0403. Create and notate a composition with at least two parts in AB form.

STANDARD 1820-05	The students will learn to evaluate musical experiences by demonstrating appropriate behavior and by verbalizing ideas and feelings that music can communicate. (Observer/Listener, Critic)

OBJECTIVE

1820-0501. Describe why certain musical experiences and activities may be preferred to others.

1820-0502. Describe ways various types of music have influenced society and how society has influenced music, e.g,, jazz, rock, folk, country-western, and classical.

1820-0503. Demonstrate responsibility as a musician by:

a. Coming prepared to class.

b. Caring for music department physical facilities and equipment.

d. Reacting appropriately to various music activities.

1820-0504. Describe the contributions of composers, performers, technicians, craftsmen, and others in developing and promoting music.

1820-0505. Describe the different ideas and feelings that music can communicate.

MUSIC COMPONENT LEVEL 9-12

COURSE TITLE	UNIT OF CREDIT	PREREQUISITE
Advanced Band (Core Option)	1.0	Intermediate Band

A	D	V		B	A	N	D				

SIS COURSE NUMBER: 1840
SIS CODE: AO

COURSE DESCRIPTION

This course provides opportunities for advancement and refinement of musical potential, higher level thinking skills, aesthetic judgment, and nurtures music appreciation. Emphasis will be placed on refining ensemble performance skills, recognition of musical styles and historical periods, the study of literature for band, chamber ensemble performance, and creative development.

CORE STANDARDS OF THE COURSE

STANDARD 1840-01	The students will develop and reinforce techniques and skills related to playing a musical instrument. (Participant)

OBJECTIVES

1840-0101. Produce a refined tone which reflects the characteristic quality of the specific instrument.

1840-0102. Articulate combinations of legato, staccato, marcato, accented, and slurred passages, using advanced tonguing techniques where appropriate on wind instruments.

1840-0103. Play the following snare drum rudiments: single-stroke-roll, long-roll, flam, ruff, flam tap, flam accent, five-stroke-roll, seven-stroke-roll, nine-stroke-roll, flamacue, paradiddle, flam paradiddle, drag paradiddle, single ratamcue, and single drag (percussionists).

1840-0104. Demonstrate technique on timpani, mallet instruments, and accessory percussion instruments (percussionists).

1840-0105. Play the following scales (concert pitch). All percussionists will play the scales on a mallet instrument.

a. The 12 major scales (one octave).

b. Four minor scales: G, C, F, and D minor scales in three forms: harmonic, melodic, and natural (one octave).

c. The chromatic scale throughout each individual's range.

1840-0106. Explain the relationship of individual instruments to the rest of the ensemble, e.g., balance, blend, timbre.

1840-0107. Play dynamic levels from pianissimo through fortissimo.

1840-0108. Play a solo of at least medium difficulty and/or play in a small ensemble.

STANDARD 1840-02	The students will analyze performance problems, describe historical and stylistic backgrounds, explain musical forms, and expand conducting skills. (Observer/Listener, Critic)

OBJECTIVES

1840-0201. Tune all melodic and harmonic intervals.

1840-0202. Recognize and conduct two-beat, three-beat, and four-beat patterns.

1840-0203. Explain the musical forms of selections being studied.

1840-0204. Describe the historical and stylistic background of music being studied.

1840-0205. Analyze performance problems and take appropriate measures to resolve them.

STANDARD 1840-03.	The students will sight-read rhythmic patterns and melodies. (Participant, Observer/Listener, Critic)

OBJECTIVES

1840-0301. Interpret musical symbols, terms, and signs used in band literature.

1840-0302. Sight-read rhythmic patterns and melodies using simple and compound time signatures.

STANDARD 1840-04	The students will expand skills necessary to create and notate a musical composition. (Participant)

OBJECTIVES

1840-0401. Demonstrate a knowledge of the rules of correct notation.

1840-0402. Write the following scales:

a. The twelve major scales.

b. G, C, F, and D minor scales in three forms: harmonic, melodic, and natural.

c. The chromatic scale.

1840-0403. Compose and notate a composition with at least two parts in AB form.

STANDARD 1840-05	The students will learn to evaluate musical experiences by demonstrating appropriate behavior and by verbalizing ideas and feelings that music can communicate. (Observer/Listener, Critic)

OBJECTIVE

1840-0501. Describe why certain musical experiences and activities may be preferred to others.

1840-0502. Describe ways various types of music have influenced society and how society has influenced music, e.g., jazz, rock, folk, country-western, and classical.

1840-0503. Demonstrate responsibility as a musician by:

a. Bringing appropriate musical instruments and/or equipment to class.

b. Caring for music department physical facilities and equipment.

c. Coming prepared to class.

d. Reacting appropriately to various music activities.

1840-0504. Describe the contributions of composers, performers, technicians, craftsmen, and others in developing and promoting music.

1840-0505. Describe the different ideas and feelings that music can communicate.

MUSIC COMPONENT LEVEL 9-12

COURSE TITLE	UNIT OF CREDIT	PREREQUISITE
Advanced Orchestra (Core Option)	1.0	Intermediate Orchestra

A	D	V		O	R	C	H	E	S		

SIS COURSE NUMBER: 1860
SIS CODE: AO

COURSE DESCRIPTION

This course provides opportunities for advancement and refinement of musical potential, higher level thinking skills, aesthetic judgment, and nurtures music appreciation. Emphasis will be placed on refining ensemble performance skills, recognition of musical styles and historical periods, the study of literature for orchestra, chamber ensemble performance, and creative development.

CORE STANDARDS OF THE COURSE

STANDARD 1860-01	The students will develop and reinforce techniques and skills related to playing a string instrument including minor scales. (Participant)

OBJECTIVES

1860-0101. Play with a clear tone quality.

1860-0102. Play the following bowing techniques:

a. Slurring staccato (short strokes) using six to eight notes per bow.

b. Legato (slurring) using eight notes per bow.

c. Spiccato (bounced bows).

d. Specialty orchestral bowing (e.g., tremolo, col legno).

1860-0103. Play music in the keys of E, A, D, G, C, F, B^b, E^b, and A^b major using appropriate half-step and whole-step finger patterns.

1860-0104. Play the following scales:

a. Violin--three octaves - G, A, and B^b major; G, A, and B minor.

b. Viola--three octaves - C, D, and E^b major; C, D, and E minor.

c. Cello--three octaves - C, D, and F major; C, D, and E minor.

d. Bass--two octaves - E, F, and G major; E, A, and G minor.

e. All instruments--chromatic scale two octaves from lowest open string.

1860-0105. Play dynamic levels from pianissimo through fortissimo, including changing dynamics and accents.

1860-0106. Play in the following positions:

a. Violin and viola--1st, 2nd, 3rd, 4th, 5th, and 7th positions.

b. Cello--1st, 2nd, 3rd, 4th, and thumb positions.

c. Bass--1/2, 1st, 2nd, 3rd, 4th, 5th, and thumb positions.

1860-0107. Demonstrate the ability to play vibrato.

1860-0108. Explain the relationship of individual instruments to the rest of the ensemble, e.g., balance, blend, and timbre.

1860-0109. Play a solo of at least medium difficulty and/or play in a small ensemble.

STANDARD 1860-02	The students will analyze performance problems, explain musical forms, describe historical and stylistic backgrounds, and expand conducting skills. (Observer/Listener, Critic)

OBJECTIVES

1860-0201. Play in tune.

1860-0202. Tune the violin, viola, or cello by fifths or string bass by harmonics to A = 440.

1860-0203. Explain the musical forms of selections being studied.

1860-0204. Describe the historical and stylistic background of music being studied.

1860-0205. Analyze performance problems and take appropriate measures to resolve them.

1860-0206. Recognize and conduct two-beat, three-beat, and four-beat patterns.

STANDARD 1860-03	The students will sight-read rhythmic patterns and melodies. (Participant, Observer/Listener, Critic)

OBJECTIVES

1860-0301. Interpret musical symbols, terms, and signs used in advanced method books and literature being studied.

1860-0302. Sight-read rhythmic patterns and melodies using simple and compound time signatures.

STANDARD 1860-04	The students will expand skills necessary to create and notate a musical composition. (Participant)

OBJECTIVES

1860-0401. Demonstrate a knowledge of the rules of correct notation.

1860-0402. Write the following scales, including key signatures:

a. All twelve major scales.

b. Any four minor scales.

1860-0403. Create and notate a composition with at least two parts in AB form.

STANDARD 1860-05	The students will learn to evaluate musical experiences by demonstrating appropriate behavior and by verbalizing ideas and feelings that music can communicate. (Observer/Listener, Critic)

OBJECTIVE

1860-0501. Describe why certain musical experiences and activities may be preferred to others.

1860-0502. Describe ways various types of music have influenced society and how society has influenced music, e.g., jazz, rock, folk, country-western, and classical.

1860-0503. Demonstrate responsibility as a musician by:

a. Bringing appropriate musical instruments and/or equipment to class.

b. Caring for music department physical facilities and equipment.

c. Coming prepared to class.

d. Reacting appropriately to various music activities.

1860-0504. Describe the contributions of composers, performers, technicians, craftsmen, and others in developing and promoting music.

1860-0505. Describe the different ideas and feelings that music can communicate.

DANCE COMPONENT LEVEL 9-12

COURSE TITLE	UNIT OF CREDIT	PREREQUISITE
Beginning Dance (core option)	.05	Mastery of K-8 Core

B	E	G		D	A	N	C	E			

SIS COURSE NUMBER: 1900
SIS CODE: AO

COURSE DESCRIPTION

This course provides experience in dance technique and the development of such things as physical strength, flexibility, endurance, and coordination. Students will expand their dance vocabulary and skills, and develop their creative abilities through improvisation, choreography, and performance in large and small groups. Focus should be on a dance education with an experiential approach.

CORE STANDARDS OF THE COURSE

STANDARD 1900-01	The students will increase their physical strength, flexibility, endurance, agility, alignment, coordination, and balance through dance. (Participant)

OBJECTIVES

1900-0101. Develop overall flexibility with particular attention given to lateral stretch of the torso, upper back and shoulders, hip joints, and ham strings.

1900-0102. Develop overall strength with particular attention given to feet and ankles, legs, abdomen, and shoulder girdle.

1900-0103. Develop overall postural alignment according to functional body mechanics. Postural problems such as pronation, hyper-extended knees and lower back, forward head tilt, and rounded shoulders should receive special corrective attention.

1900-0104. Develop overall agility with particular attention given to quickness and ease of changing direction in place and through space.

1900-0105. Develop overall coordination with simple body part isolation and combinations.

1900-0106. Develop balance with an awareness of one's center of gravity over the base of support.

1900-0107. Develop endurance through a gradual increase in the length, speed, and energy required in dance combinations with attention to maintenance of total fitness.

STANDARD 1900-02	The students will develop their dance technique through experiences with space, time, and energy. (Participant)

OBJECTIVES

1900-0201. Develop use of space:

a. Body dimensions: breadth, height, width.
b. Body facing: forward, backward, sidewards, diagonal, and turning.
c. Body shaping: curved, straight, and bent lines.
d. Shape relationship: solo, partner, and group with transitions.
e. Spatial paths: straight, curved, or combination; focus, eye or body.
f. Level: high, medium, low, air and ground.
g. Design: positive and negative space, symmetry and asymmetry.

1900-0202. Develop use of time:

a. Fast and slow tempo.
b. Even and uneven intervals.
c. Accent.
d. Meter (duple, triple).
e. Rhythmic Phrase.
f. Syncopation.
g. Breath (non-metered) rhythms.

1900-0203. Develop use of energy:

a. Force: tension and relaxation (weak and strong)
b. Qualities of motion: sustained, percussive, vibratory, collapsing, swinging, suspending, exploding, rebounding.
c. Change in dynamics.

STANDARD 1900-03	The students will continue to develop their imaginative thinking in dance. (Participant, Observer)

OBJECTIVES

1900-0301. Choreograph several phrases and at least three studies, e.g, an eight-count phrase, a phrase with three contrasting qualities of motion, a traveling phrase which includes repetition and stillness

1900-0302. Perform studies and phrases for classmates.

STANDARD 1900-04	The students will continue to analyze dance. Observer/Critic)

OBJECTIVES

1900-0401. Identify and discuss a technique sequence, a group study, a group improvisation and a group choreography.

1900-0402. Discuss what makes a dance interesting, how the elements of dance are used (time, space, shape, and energy), and how could the dance have been improved.

1900-0403. Write a critique of selected dance performances. Critiques should include discussion of sensory, technical, formal, and emotional properties of the dance or other aspects of dance assigned by the teacher.

DANCE COMPONENT LEVEL 9-12

COURSE TITLE	UNIT OF CREDIT	PREREQUISITE
Intermediate & Advanced Dance (core option)	1.0	Beginning Dance

I N T A D D A N C E

SIS COURSE NUMBER: 1910
SIS CODE: AO

COURSE DESCRIPTION

This course provides experience in dance technique and the development of such things as physical strength, flexibility, endurance, coordination and total fitness. Students will expand their dance vocabulary and skills, and develop their creative abilities through improvisation, choreography, and performance. Students will also be exposed to the history of dance and its cultural origins. The focus should be on composition in small group units.

CORE STANDARDS OF THE COURSE

STANDARD 1910-01	The students will continue to increase their physical strength, flexibility, endurance, agility, alignment, coordination, and balance through dance. (Participant)

OBJECTIVES

1910-0101. Increase flexibility with particular attention given to lateral stretch of the torso, upper back and shoulders, hip joints, and ham strings.

1910-0102. Increase strength with particular attention given to feet and ankles, legs, abdomen, and shoulder girdle.

1910-0103. Increase postural alignment according to functional body mechanics. Postural problems such as pronation, hyper-extended knees and lower back, forward head tilt, and rounded shoulders should receive special corrective attention.

1910-0104. Increase agility with particular attention given to quickness and ease of changing direction in place and through space.

1910-0105. Increase coordination with simple body part isolation and combinations.

1910-0106. Increase balance and off-balance with an awareness of one's center of gravity over the base of support.

1910-0107. Increase endurance through a gradual increase in the length, speed, and energy required in dance combinations.

STANDARD 1910-02	The students will continue to expand their dance techniques. (Participant)

OBJECTIVES

1910-0201. Increase use of space:

a. Body dimensions: breadth, height, width.
b. Body facing: forward, backward, sidewards, diagonal, and turning.
c. Body shaping: curved and straight lines.
d. Shape relationship: solo, partner, and group with transitions.
e. Spatial paths: straight, curved, or combination; focus, eye or body.
f. Level: high, medium, low, air, and ground.

1910-0202. Increase use of time:

a. Fast and slow tempo.
b. Even and uneven intervals.
c. Accent.
d. Meter (duple, triple).
e. Rhythmic Phrase.
f. Syncopation, accumulative, decumulative, resultant rhythm.
g. Breath (non-metered) rhythms.
h. Combinations of the above.
i. Musical forms: three-part (ABA), rondo, fugue, canon, ground bass, and theme and variations, etc.

1910-0203. Increase use of energy:

a. Force: tension and relaxation (weak and strong).
b. Qualities of motion: sustained, percussive, vibratory, collapsing, swinging, suspending, exploding, rebounding.
c. Dynamic change of energies (example: move from sustained to percussive).

STANDARD 1910-03	The students will continue to develop their imaginative thinking in dance. (Participant)

OBJECTIVES

1910-0301. Respond spontaneously to verbal commands which include more qualitative words and words with more poetic imagery such as float, skitter, dart, melt, dodge, collect, and hide. Make combinations of incongruous ideas such as snapping cotton, rigid noodles, shattered clouds.

1910-0302. Mirror a partner's movement that has been quickly improvised trying to retain the quality and form. (This activity could be performed in large groups with alternating leaders.)

1910-0303. Translate the forces of nature through dance, i.e, gravity and inertia, balance and off-balance, centrifugal and centripetal force. (In partners, work with connected shapes and the ideas of push, pull, cantilever, support, one person stationary and the other moving.)

1910-0304. Choreograph and perform short studies of symmetrical and asymmetrical shapes and connected shapes that travel straight and curved lines.

1910-0305. Choreograph and perform short studies including floor patterns, entrances and exits, geometric designs, small and large spaces, and confining and expanding spaces.

1910-0306. Choreograph and perform a dance with accumulative, decumulative, or resultant rhythm.

1910-0307. Choreograph and perform a dance based on breath rhythms.

1910-0308. Choreograph and perform a dance using two or all three of the qualities of motion.

STANDARD 1910-04	The students will evaluate dance performances. (Observer/Critic)

OBJECTIVE

1910-0401. Write evaluations of selected live, filmed, and videotaped dance performances based on the following questions.

a. Was the dance pleasing?
b. Did it solve the problem?
c. Was it interesting?
d. Was it logical?
e. How were the different elements of dance used?
f. How were transitions used?
g. Did it make a statement?

STANDARD 1910-05	The students will increase their knowledge of the history of dance and its cultural origins. (Critic)

OBJECTIVE

1910-0501. Research, discuss, and write a brief history of dance and its cultural origins, including contemporary societies.

DRAMA COMPONENT LEVEL 9-12

COURSE TITLE	UNIT OF CREDIT	PREREQUISITE
Beginning Theatre	.5	None

B	E	G		T	H	E	A	T	R	E	

SIS COURSE NUMBER: 1950
SIS CODE: AO

COURSE DESCRIPTION

This course introduces students to the history of theatre, fundamentals of theatrical performance (organization, skills, and techniques), and the study of drama (careful reading, viewing, and analysis of plays).

CORE STANDARDS OF THE COURSE

STANDARD 1950-01	The students will continue to develop sensory and emotional awareness to express perceptions of the world. (Participant)

OBJECTIVES

1950-0101. Describe the visual, tactile, olfactory, aural, and/or gustatory sensations experienced through a variety of available objects.

1950-0102. Communicate simple emotions effectively.

a. Communicate the dominant emotion of a brief dramatic passage.

b. Identify the dominant emotions in selected scenes from a film, television, or live production.

STANDARD 1950-02	The students will continue to develop interpersonal communication skills. (Participant)

OBJECTIVES

1950-0201. Perform successfully in solo or group activities without direct supervision.

1950-0202. Evaluate both strengths and areas for improvement in peer performances.

STANDARD 1950-03	The students will continue to develop physical and vocal expression skills. (Participant)

OBJECTIVES

1950-0301. Move naturally and with confidence in an assigned role, e.g., walk, run, turn, climb, sit, etc.

1950-0302. Mime a scene using imaginary objects, actions, and emotions, convincingly.

1950-0303. Improvise a scene from a given suggestion.

1950-0304. Memorize and recite a scripted speech, role, or scene.

1950-0305. Use proper pronunciation, clear articulation, and interesting intonation.

STANDARD 1950-04	The students will continue to develop an understanding of dramatic structure. (Observer/Listener, Critic)

OBJECTIVE

1950-0401. Evaluate the dramatic elements, e.g., plot, character, setting, climax, mood, etc., and identify the protagonist and antagonist in a play.

STANDARD 1950-05	The students will begin to evaluate dramatic productions. (Observer/Listener)

OBJECTIVE

1950-0501. Evaluate the acting and technical elements in a film, television, or live production.

STANDARD 1950-06	The students will begin to identify and use the visual and technical aspects of play production. (Participant, Critic)

OBJECTIVES

1950-0601. Define and use basic stage terms, e.g., upstage, masking, proscenium, etc.

DRAMA COMPONENT LEVEL 9-12

COURSE TITLE	UNIT OF CREDIT	PREREQUISITE
Intermediate Theatre	.5	Beginning Theatre

I	N	T		T	H	E	A	T	R	E	

SIS COURSE NUMBER: 1960
SIS CODE: AO

COURSE DESCRIPTION

This course builds on the fundamentals mastered in Beginning Theatre.

CORE STANDARDS OF THE COURSE

STANDARD 1960-01	The students will continue to develop sensory and emotional awareness to express perceptions of the world. (Participant)

OBJECTIVES

1960-0101. Create an imaginary physical environment.

a. Describe the visual, tactile, olfactory, aural, and gustatory elements.

1960-0102. Communicate convincingly, both verbally and physically, the sensory elements from a written source.

1960-0103. Communicate convincingly, both verbally and physically, the emotional content of the same written source.

STANDARD 1960-02	The students will continue to develop interpersonal communication skills. (Participant)

OBJECTIVES

1960-0201. Lead a small group in a dramatic activity including giving clear instructions, specifying expectations, coaching, and evaluating.

1960-0202. Work as a team member and accept the leadership of others.

1960-0203. Evaluate both strengths and areas for improvement in personal and peer performances.

STANDARD 1960-03	The students will continue to develop vocal and physical expression skills. (Participant)

OBJECTIVES

1960-0301. Demonstrate voice control of rate, volume, and pitch.

1960-0302. Maintain a character throughout the attempted resolution of conflict in a given role.

STANDARD 1960-04	The students will continue to develop an understanding of dramatic structure. (Observer/Listener, Critic)

OBJECTIVES

1960-0401. Evaluate the dramatic elements, e.g., plot, character, setting, climax, mood, etc., in plays by three American playwrights.

1960-0402. Identify the exposition, rising and falling action, and denouement of a play they have read.

STANDARD 1960-05	The students will continue to evaluate dramatic productions. (Observer/Listener)

OBJECTIVES

1960-0501. Evaluate the acting and technical elements in a film, television, or live production.

1960-0502. Compare the effectiveness of these elements in two productions.

STANDARD 1960-06	The students will continue to identify and use the visual and technical aspects of play production. (Participant, Critic)

OBJECTIVE

1960-0601. Identify the various technical elements of a production, e.g., lighting, sound, makeup, costumes, etc.

1960-0602. Select one essential technical element and show how it can enhance a production through utilization of mood, character, period, etc.

DRAMA COMPONENT LEVEL 9-12

COURSE TITLE	UNIT OF CREDIT	PREREQUISITE
Advanced Theatre	1.0	Intermediate Theatre

A	D	V		T	H	E	A	T	R	E	

SIS COURSE NUMBER: 1970
SIS CODE: AO

COURSE DESCRIPTION

This course gives students advanced training in the fundamentals mastered in the Beginning and Intermediate Theatre Courses. In addition, students will begin to develop proficiency in acting, directing, and dramatic analysis.

CORE STANDARDS OF THE COURSE

STANDARD 1970-01	The students will continue to develop sensory and emotional awareness to express perceptions of the world. (Participant)

OBJECTIVES

1970-0101. Communicate the emotional life of a character effectively based on careful script analysis and understanding of the subtext.

1970-0102. Perform a wider range and variety of dramatic material with understanding and flexibility:

a. Select a character from a period play (same sex and age as performer) and present a short scene or monologue.

b. Select a character from a contemporary play (same sex and age as performer) from a different social background than that of the performer.

1970-0103. Explain the process that can be used to assume a character prior to a specific performance.

STANDARD 1970-02	The students will continue to develop interpersonal communication skills. (Participant)

OBJECTIVES

1970-0201. Demonstrate the capacity for ensemble acting:

a. Describe the elements the performer feels are essential to ensemble acting.

b. Demonstrate these elements in short scenes with other performers.

1970-0202. Work independently and accept individual responsibility for the realization of the group's goal.

1970-0203. Critique in writing an individual's performance with positive suggestions for improvement.

STANDARD 1970-03	The students will continue to develop vocal and physical expression skills. (Participant)

OBJECTIVES

1970-0301. Define and use correctly general vocal terms such as pace, pitch, volume, diaphragm, vowels, consonants, enunciation, dialect, accent, etc.

1970-0302. Demonstrate control of pitch, volume, rate, etc., for a given character.

1970-0303. Create a complete characterization through vocal and physical expression.

1970-0304. Memorize and perform a speech or monologue from a period of dramatic literature.

STANDARD 1970-04	The students will continue to develop an understanding of dramatic structure. (Observer/Listener, Critic)

OBJECTIVES

1970-0401. Compare and contrast plays of three different dramatic forms, e.g., tragedy, comedy, absurdist, etc.

1970-0402. Write scenes according to previously studied principles of dramatic structure.

1970-0403. Demonstrate a basic understanding of theatre history through the study of playwrights, play styles, and periods.

STANDARD 1970-05	The students will continue to evaluate dramatic productions. (Observer/Listener, Critic)

OBJECTIVES

1970-0501. Read reviews in newspapers and periodicals of film, television, and live productions, to compare reports of the same events.

1970-0502. Write a valid critique of a performance, taking into consideration all aspects of performance and script, including direction.

STANDARD 1970-06	The students will continue to identify and use the visual and technical aspects of play production. (Participant, Critic)

OBJECTIVES

1970-0601. Prepare a director's book and direct a scene or short play.

1970-0602. Demonstrate basic character creation through makeup and hair style.

1970-0603. Become familiar with theatre management and administration (publicity, box office, house management, etc.) by developing group projects and/or participating in one or more of the areas.